DOCUMENT RESUME

ED 153 063 08 CE 015 784

TITLE Professional Teacher Education Module Series. Evaluate Co-Op Students' On-the-Job Performance, Module J-8 of Category J--Coordination of Cooperative Education.

INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 78

NOTE 35p.; For related documents see CE 015 777-786 ; ED 149 059-120, ED 149 151-58, and ED 149 172-75

AVAILABLE FROM American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.90)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS Behavioral Objectives; *Cooperative Education; *Instructor Coordinators; *Learning Activities; Learning Modules; Performance Based Teacher Education; Post Secondary Education; *Program Coordination; Secondary Education; *Student Evaluation; Student Records; Task Performance; Teacher Education Curriculum; *Teaching Skills

ABSTRACT

This eighth in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators skill in evaluating students' on-the-job progress including help in devising the evaluation forms and procedures. The terminal objective for the module is to evaluate co-op students' on-the-job performance, while serving as a teacher-coordinator in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, sample student evaluation forms, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED153063

MODULE

J-8

Evaluate Co-Op Students' On-the-Job Performance

MODULE J-8 OF CATEGORY J—COORDINATION OF COOPERATIVE EDUCATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

KEY PROGRAM STAFF:

James B. Hamilton, Program Director
Robert E. Norton, Associate Program Director
Glen E. Fardig, Specialist
Lois G. Harrington, Program Assistant
Karen M. Quinn, Program Assistant

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joel Magisos

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Copyright 1978 by The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Copyright is claimed until January 14, 1982. Thereafter all portions of this work covered by this copyright will be in the public domain.

This work was developed under a contract with Department of Health, Education, and Welfare, National Institute of Education. However, the opinions and other content do not necessarily reflect the position or policy of the Agency, and no official endorsement should be inferred.

1978

ISBN 0-89606-013-6

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM)**, 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

DE 015 784

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AA ViM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
University of Georgia
Athens, Georgia 30602

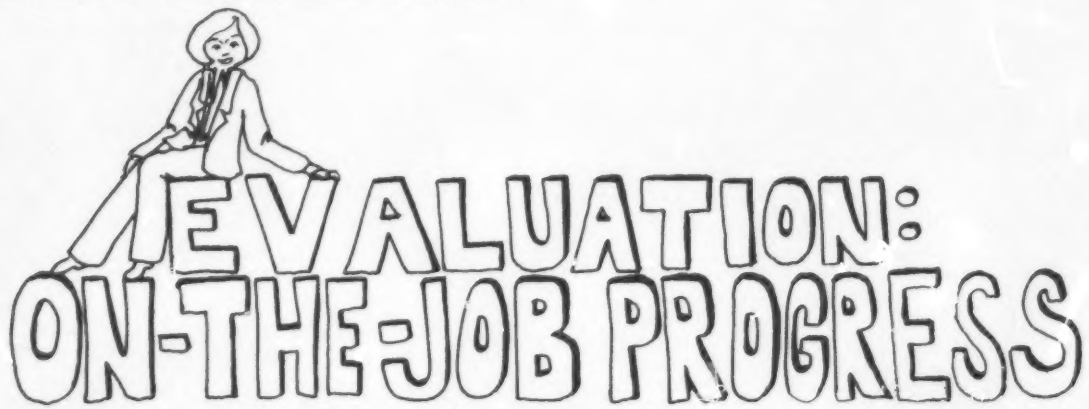
The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

The evaluation of each student's on-the-job progress is one of the most important duties of the teacher-coordinator. Evaluation is carried out during coordination visits, and is usually accomplished by recording progress being achieved by the student in terms of three categories: work attitudes and habits, personal traits and characteristics, and skills acquired.

When the evaluation process is performed by all the individuals involved in the training (i.e., the teacher-coordinator, the on-the-job instructor, and the student) the student will be more likely to understand what he/she has accomplished and what additional learnings need to be achieved. In addition, the on-the-job instructor and the teacher-coordinator will then know what adjustments should be made in the on-the-job experiences to meet the learning needs of the student.

This module is designed to give you skill in evaluating students' on-the-job progress. In addition, it will help you to devise the evaluation forms and procedures you will need to conduct these evaluations.



ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as a teacher-coordinator in an actual school situation, evaluate co-op students' on-the-job performance. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 33–34 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the purposes of, and techniques for, evaluating co-op students' on-the-job performance (*Learning Experience I*).
2. Given a case situation describing one teacher-coordinator's procedures for evaluating a student on the job, critique the performance of that teacher-coordinator (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Establish Guidelines for Your Cooperative Vocational Program*, Module J–1

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969.

Reference: Mason, Ralph E. and Peter G. Haines. *Cooperative Occupational Education and Work Experience in the Curriculum*. Second Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1972.

Reference: Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education*. Columbus, OH: Charles E. Merrill Publishing Co., 1975.

The videotape, Richardson, Donald and Charles Beall, "Visitations," from the series, *Coordinating Techniques*, Colorado State Board for Community Colleges and Occupational Education, Colorado State University, Department of Vocational Education, Fort Collins, Colorado, 1976.

Videotape equipment for viewing the videotape on visitations.

A teacher-coordinator experienced in evaluating students on the job with whom you can discuss effective evaluation procedures.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual school situation in which, as part of your duties as a teacher-coordinator, you can evaluate co-op students' on-the-job performance.

A resource person to assess your competency in evaluating co-op students' on-the-job performance.

This module covers performance element numbers 374–378 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

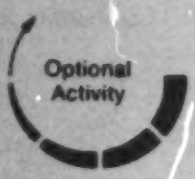
We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program which were developed as part of a project at Michigan State University is available from Dr. Uthe at 3345 Carriage Lane, Lexington, KY 40502.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the purposes of, and techniques for, evaluating co-op students' on-the-job performance.

You will be reading the information sheet, Evaluating Student Progress on the Job, pp. 6–18.



You may wish to read related material in the supplementary references, *A Guide for Cooperative Vocational Education*; Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; and/or Meyer, Crawford, and Klaurens, *Coordination in Cooperative Vocational Education*.

You may wish to view the videotape, "Visitations."

You may wish to meet with a teacher-coordinator in your occupational specialty who is experienced in evaluating students on the job, to review and discuss the methods he or she uses.

You will be demonstrating knowledge of the purposes of, and techniques for, evaluating students' on-the-job performance by completing the Self-Check, pp. 19–20.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 21–22.

Activity

For information on the areas of student performance which need to be evaluated, and techniques which can be used to evaluate these areas, read the following information sheet:

EVALUATING STUDENT PROGRESS ON THE JOB

Evaluating students' progress in acquiring the necessary occupational competencies on the job is one of your key functions as a teacher-coordinator. It is through evaluation of students' progress by the teacher-coordinators, the on-the-job instructors, and the students themselves, that effective plans can be made to provide the students with the experiences they need to achieve their occupational objectives and career goals. Several specific aspects of each student's on-the-job performance will need to be evaluated. These aspects are—

- progress in acquiring occupational skills
- work attitudes and habits
- personal traits and characteristics

Planning a systematic method for the evaluation of these three critical areas is crucial if the students' needs are to be effectively served. In addition, planning a formal evaluation process structured by standard forms allows you to derive a final grade that is objective and valid for each student. This grade will be based on **documented evidence.**

Forms for Evaluation

In order to ensure that student progress is evaluated as thoroughly and objectively as possible, you will need to structure the process through the use of standardized evaluation forms.

Such forms have already been developed by a number of sources including state departments of education in individual states. Thus, you will probably be adapting forms or using existing forms recommended by your state or school district, rather than developing new forms of your own.

Forms for the Teacher-Coordinator

You, as teacher-coordinator, will need at least two basic types of forms: one for documenting each **coordination visit** you make, and one for evaluating **specific skills and attitudes** in a structured way. The form for documenting coordination visits should have space for standard information needed such as—

- student's name
- date of visit
- time of visit/length of visit
- purpose of visit
- name of training station
- name of employer, on-the-job instructor (or training sponsor)

The form for documenting the coordination visit should be at least partly open-ended to provide space for your general comments regarding the visit. For example, what did you observe? . . . what actions did you take? . . . with whom did you meet? . . . what specific compliments or criticisms were made? . . . what tentative plans were discussed? . . . what follow-up activities are needed?

Two sample coordination visit forms are shown in Samples 1 and 2. Note that Sample 1 does not require the name of the training station or on-the-job instructor in the heading. However, Sample 1 is divided into three sections allowing you to document your contacts with the student and with the job supervisor (on-the-job instructor), and to add other additional comments. Sample 2 asks for detailed information in the heading, but then simply asks for "Comments."

You could use either of these forms, or a form recommended by your state or district, or you

could develop your own. For example, you could prepare a form which allows you to make comments on specific areas such as (1) observations, (2) actions taken, (3) comments made by student, (4) comments made by on-the-job instructor, (5) follow-up activities needed, and (6) other. The form you use should be the one which best meets your coordination and supervisory needs.

SAMPLE 1

COORDINATION VISIT FORM

COORDINATION CALL REPORT

Name _____

SCHEDULE
Date _____
Hour _____
Minutes for Call _____
Period: 1 2 3 4 5 6
Visit Requested by: Student Supervisor Coordinator

PURPOSE OF CALL	(Check)
Observation of Student at Work	
Visit with Supervisor	
Evaluation for Period	
Problem Situation	
Other (list)	

SUMMARY COMMENTS. Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

By Job Supervisor:

Other:

_____
Coordinator

UTHE/72

SAMPLE 2

WEST VIRGINIA COORDINATION VISIT FORM

Mountaineer High School

Cooperative Vocational Education Program

VISITATION AND STUDENT CONFERENCE REPORT

Please check: Visitation _____ Student Conference _____

Name of Student _____ Date _____

Training Station _____

Training Sponsor _____

Purpose of Visit or Conference:

Comments:

The forms in Samples 1 and 2 are valuable in gathering **general** data on student progress. However, a second type of coordinator evaluation form should be of greater value in forcing you to evaluate the **specific goals** set for the student. This form should be more comprehensive and all-inclusive.

An example of a coordinator's **observation/evaluation report** is shown in Sample 3. Note that after the heading, Sample 3 requires that the teacher-coordinator comment on specific statements regarding the student's attitudes, performance of particular tasks, personal characteristics, interests, and strengths and weaknesses. These are the designated "points to observe and evaluate." Additional space is then provided for indicating further actions which need to be taken, or comments that were made by the student or on-the-job instructor.

SAMPLE 3

COORDINATOR'S OBSERVATION/EVALUATION REPORT

Training Station _____ **Supervisor** _____

Student _____

Date _____ **Time of Visit** _____

Points to Observe and Evaluate	Comments
1. Attitude of the supervisor and other workers toward the student	
2. Specific tasks and skills in which the student is engaged a. b. c. d. e.	
3. Personal appearance, characteristics, traits, etc.	
4. Interest in work and ability to work with others	
5. Strengths and weaknesses and problems encountered	

Other Comments: (1) need for related subject matter, (2) intensified and/or additional on-the-job experiences, (3) training plan adjustments, (4) need for conference, (5) student comments, (6) supervisor comments, (7) other

Before actually observing and evaluating the skills and attitudes identified in Sample 3, you would need to complete item 2 by listing the specific tasks and skills in which the student to be observed is engaged. This list can be drawn from the student's training plan which should include a schedule of tasks to be learned and/or performed on the job.[1] Using the training plan as a basis for your list also allows you to check to see if the training plan is actually being followed.

You should **not** include on the evaluation form **all** the tasks listed in the training plan. Skills that will be undertaken at a later date need not be included. However, once a skill has been undertaken, it may need to be listed and reevaluated on each successive evaluation form.

In Sample 3, the right-hand column is headed "Comments." You could choose instead to have a rating scale (e.g., Poor—Fair—Good—Excellent) in the right-hand column for indicating how well the student is performing on each item. However, since it is neither possible nor practical for you to observe and evaluate a student's performance in all aspects of a job on a daily basis, using "Comments" allows you to prepare a more meaningful general evaluation.

Forms for the On-the-Job Instructor

The forms used by the on-the-job instructors need to be more detailed and structured than the forms you use yourself. The more straightforward

1. To gain skill in developing a training plan, you may wish to refer to Module J–5, *Place Co-Op Students on the Job*.

and clearcut the form is, the less chance there will be for misinterpretation of the ratings, and the better chance to ensure that all relevant areas of student performance get evaluated. The form should provide for feedback on (1) whether the student is gaining competence in the occupation, (2) the effectiveness of the learning experiences, and (3) strengths and weaknesses in the student's performance.

The on-the-job instructor also has a responsibility to evaluate the three areas of student performance: skills, work habits or attitudes, and personal characteristics. The skills can again be drawn from the training plan. The specific work habits, attitudes, and personal characteristics that are essential to job success should be included on the evaluation forms used by the on-the-job instructors. This will ensure that the evaluator will have a clear idea of what he or she is looking for when evaluating a student. Some of these types of nontechnical skills may be included in the training plan, but, in general, the following areas should be considered.

- Ability to get along with others
- Speed of work
- Attention to details
- Attitude toward work
- Dependability
- Initiative
- Personal appearance
- Leadership abilities
- Job competence
- Response to supervision
- Quality of work
- Ability to follow directions
- Attendance and punctuality
- Responsibility
- Interest in learning
- Self-confidence
- Adaptability
- Potential for success in the occupation

Each of the areas identified in the evaluation form can be discussed with the on-the-job instructor in order to identify specific priority attributes which are especially important. Then, more detailed items can be developed. An item which asks the on-the-job instructor to rate a student's "dependability" is vague. The term "dependability" needs to be further clarified. Two examples of on-the-job instructors' evaluation forms are shown in Samples 4 and 5. Note how they further define the item on "dependability" so a person using the form is more sure what he or she is rating. Also note that Sample 5 does **not** include a list of specific **skills** to be evaluated; a separate form is used in West Virginia to assess that area.

The form you finally devise should have space for identifying data (name, date, training station, etc.). It should also give good clear directions for completion. Even so, the on-the-job instructor should not be expected to use the form or forms without your assistance. You should explain in advance to the instructor how the form is to be completed and what the items on the rating scale mean. Some teacher-coordinators have the on-the-job instructor complete the evaluation forms with their assistance and input; however, this is not required.

Forms for the Student

Students should be directly involved in the evaluation process and may rate themselves in the same areas as the on-the-job instructor does. This self-evaluation could be done using the same evaluation form (e.g., Samples 4 and 5).

In addition, the students should report to you weekly on (1) the tasks they have done, (2) the hours they have worked each day, (3) their successes, failures, and problems, and (4) criticisms or compliments they received. Examples of two such weekly reports are shown in Samples 6 and 7. These reports provide you with feedback as to the student's work routine and job satisfaction, and allow you to check attendance.

When to Evaluate

You, as the teacher-coordinator, need to complete a form **each time** you visit the students on the job or confer with a student or on-the-job instructor regarding a problem or student progress. At least one visit or conference a month per student should be planned. You may use a general form such as Samples 1 and 2 to document most of your calls. However, at least once during each grading period, you should use a more detailed form such as Sample 3 to ensure that you observe and evaluate key items.

The on-the-job instructor needs to provide you with informal feedback each time you visit. In addition, he or she should evaluate the student's performance using a form such as Sample 4 or 5 at the end of each grading period. However, evaluation **should** be more frequent. Evaluation needs to be a **continuous** process. If evaluation of student progress and specific aspects of student performance is delayed until late in the grading period, problems may go unsolved, and minor problems may

become major ones before they are noticed. Two or three weeks after the student reports to the training station is not too early for the first evaluation. The sooner problems are identified, the sooner (and usually the more easily) they can be solved.

SAMPLE 4

EVALUATION FORM FOR
ON-THE-JOB INSTRUCTORS

PROGRESS REPORT

	UNDERSTANDS			PRODUCTION			QUALITY OF WORK			
	YES	?	NO	FAIR	GOOD	EXCEL.	FAIR	GOOD	EXCEL.	

OVERALL PERFORMANCE	NEEDS HELP	WEAK	AVERAGE	GOOD
Punctual: gets to work on time No. of Times Absent____ No. of Times Tardy ____				
Appearance: neat, well groomed, appropriately dressed				
Dependability: prompt, trustworthy, follows directions, meets obligations				
Adaptability: catches on fast, follows detailed instruction well, can switch jobs easily				
Ability to get along: cooperative, well mannered, has social and emotional stability				
Job attitude: enthusiastic, a good team worker, willing to work and cooperate, desires to improve				
Initiative: ability to work without supervision, see things to do				
Accepts suggestions: eager to improve, seeks assistance, follows through				

Do you think this student is performing as well as any other beginning worker in the same job? ☐ yes ☐ no ☐ not sure (Why) _____

Do you plan to ask the student to assume new duties in the next two months? ☐ yes ☐ no If yes, what duties?

_____

If there have been any problems with this student in the last two months, describe the circumstances and the outcome on the back of this sheet.

Date _____ Signature _____

Company _____

UTHE/72

SAMPLE 5

WEST VIRGINIA EVALUATION FORM FOR ON-THE-JOB INSTRUCTORS

Mountaineer High School

Cooperative Vocational Education Program

STUDENT TRAINING STATION PROGRESS REPORT

Name of Student _____

Training Station _____

Period Covered _____

TO THE EMPLOYER: In each category place one check mark opposite the phrase which describes the student-learner most accurately.

ABILITY TO FOLLOW INSTRUCTIONS

___ Uses initiative in interpreting and following instructions
___ Usually follows instructions with no difficulty
___ Follows instructions with some difficulty
___ Needs repeated detailed instructions

APPEARANCE

___ Exceptionally neat and appropriately dressed
___ Neat and appropriately dressed
___ Satisfactory appearance and dress
___ Sometimes neglectful of appearance and dress

ATTITUDE TOWARD WORK

___ Takes a keen interest in the training and takes initiative to learn
___ Shows interest in training and has desire to learn
___ Has some interest in the training
___ Shows little interest or enthusiasm for the training

ATTENDANCE AND PUNCTUALITY

___ Never absent or late without good cause
___ Seldom absent or late without good cause
___ Occasionally absent or late
___ Frequently absent or late

COOPERATION

___ Always cooperates eagerly and cheerfully
___ Usually cooperates eagerly and cheerfully
___ Cooperates willingly when asked
___ Cooperates reluctantly

PUBLIC RELATIONS

___ Extremely tactful and understanding in dealing with all types of customers
___ Usually poised, courteous, and tactful in dealing with people
___ Tries to please customers
___ Sometimes lacks poise and seems indifferent to others

DEPENDABILITY

___ Meets all obligations unfailingly without supervision
___ Meets obligations with very little supervision
___ Meets obligations under careful supervision
___ Sometimes fails in obligations even under careful supervision

EXPENSE CONSCIOUS (Materials and Equipment)

___ Extremely careful in using materials and equipment
___ Uses good judgment in using materials and equipment
___ Takes average care in using materials and equipment
___ Careless about equipment and materials

JOB SKILLS

___ Possesses all of the essential skills and related information
___ Has an above average command of the essential skills and related information
___ Has an acceptable command of the skills and related information
___ Lacks in the essential skills and related information

OBSERVANCE OF RULES

___ Always observes company rules
___ Seldom disregards company rules
___ Observes most of the company rules
___ Frequently neglects company rules

QUALITY OF WORK

___ Has aptitude for doing neat, accurate work and exceeding the requirements
___ Does more than required amount of neat, accurate work
___ Does normal amount of acceptable work
___ Does less than required amount of satisfactory work

WORK AREA

___ Keeps work area outstandingly neat and efficiently organized
___ Takes pride in appearance and arrangement of work area
___ Follows good housekeeping rules
___ Allows work area to become disorganized and untidy

OVERALL EVALUATION OF STUDENT'S TRAINING

___ Outstanding
___ Above average
___ Average
___ Below average
___ Poor

_____
Signature of Training Sponsor

_____
Date

NOTE: Please add any comments you wish to make on back of this report.

_____
Signature of Teacher-Coordinator

_____
Assigned Grade

_____
Date

The students also should be encouraged to provide you with informal feedback during visits and during related instruction classes. In addition, students should provide **weekly** feedback using forms such as those shown in Samples 6 and 7. If desired, students can self-evaluate their performances each time they are evaluated by the on-the-job instructor, using the same form as the instructor.

SAMPLE 6

EVALUATION FORM FOR STUDENTS

WEEKLY REPORT

Name _____ Week ending _____

Firm _____

	HOURS WORKED						
LIST ROUTINE TASKS	S	M	T	W	T	F	S
LIST NEW TASKS							
TOTAL HOURS WORKED DAILY							

TOTAL HOURS WORKED THIS WEEK _____

Describe in a paragraph some event that happened this week that made you feel good.

Describe in a paragraph some event with which you had a problem or that made you feel uncomfortable.

List in exact words any criticisms or compliments you received this week.

UTHE/72

SAMPLE 7

WEST VIRGINIA EVALUATION FORM FOR STUDENTS

STUDENT WEEKLY REPORT

Name _____ Age ___ Sex ___ USOE Code # ___

Training Station _____ Type of Employment _____

Day	Date	Class Attendance Hours	Work on School Time	Total Hours Worked	Hourly Rate	Gross Total Wages Earned
Totals						

Total amount of sales for week (if applicable) $ _____

Kinds of Work Done During the Week	Approximate Hours on Each

CUMULATIVE TOTALS (from week to week):

Class Attendance Hours	School Time	Total Hours Worked	Average Wage Per Hr.	Gross Total Earned	Quarter Reported (circle)
					1 2 3 4

How to Use Evaluation Data

With a proper evaluation plan, you will gather a *wide range of feedback from several sources on* the student's performance and progress on the job. For example, you can gather feedback from the following sources.

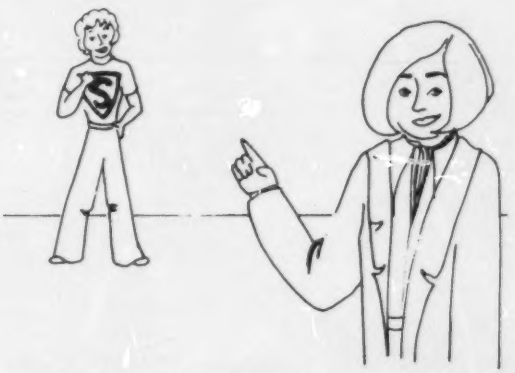
- informal feedback from students
- informal feedback from on-the-job instructors
- weekly reports from students
- progress reports from on-the-job instructors (and perhaps from students)
- coordination visit reports
- coordinator's observation/evaluation reports

This data can be used with evaluation data on the student's performance in related instruction class to derive an overall grade for the grading period. However, this data serves key functions **during** the training also. One use has already been mentioned: by getting feedback on student progress from the student, the on-the-job instructor, and your own observations, you can identify and correct minor problems before they become major ones. In addition, these evaluations will help you to—

- identify a student's strengths
- identify a student's weaknesses or areas that need correction or improvement
- identify weaknesses in the on-the-job instruction
- identify the need for a student to be reassigned or rotated to a new work area
- determine if the training plan is being followed
- identify changes which should be made in the training plan

One crucial answer to the question, "How can I use the evaluation data I gather?" is that you should discuss this data with both the student and the on-the-job instructor. Each time that formal evaluations of student progress are made, the evaluations should be reviewed with the student so that the student (1) has a chance to provide additional input, and (2) is well aware of the areas in which he or she is perceived to be strong and weak.

If the student has completed a progress report for self-evaluation purposes, this report can be compared to the on-the-job instructor's report. Then, differences in ratings can be discussed and reconciled. This is an excellent device for identifying a student who has an inaccurate impression of his or her level of performance.



If a student did not complete a self-evaluation form, the on-the-job instructor and/or teacher-coordinator should review the evaluation with the student so a mutual understanding can be reached. Then, the on-the-job instructor and student can confer and work toward achieving the student's maximum occupational development.

Each evaluation must include the recognition of the student's achievements and strong points in order to motivate the student to continue his/her occupational growth. It is good to start discussion with the strengths that have been observed and reported in order to help the student maintain a positive attitude toward himself or herself and the training program.

The on-the-job instructor and/or the teacher-coordinator must strive to point out weak areas in a manner that will not be harsh or destructive. Knowledge of weaknesses is necessary before improvements can be made. However, getting hit over the head with one's errors does not normally trigger self-motivation. Constructive criticism is just what the words imply—**constructive.** If a weakness is discovered, then criticism alone is not enough. The teacher-coordinator and on-the-job instructor must offer realistic suggestions and methods for improvement. Most importantly, they must provide the students with the direction and motivation to follow and implement the prescribed methods for improvement.

The objective of the evaluation usually is to identify strengths, weaknesses, and progress being made in order to assist the student in the attainment of the occupational objective. Therefore, it is good practice for the teacher-coordinator, the on-the-job instructor, and the student to confer together. (Keep in mind that if an on-the-job instructor is to be involved in the conference, you need to

make arrangements with that instructor in advance to ensure the conference is scheduled at a convenient time in a place where it is private and you can have his or her undivided attention.)

One outcome of such a conference should be general agreement and a written report (evaluation form) regarding the strengths, weaknesses, and progress being made by the student. More important, however, should be general agreement regarding steps to be taken to improve student performance, and/or new tasks to be added to his/her training program.

In some situations, it may be evident that the student lacks the ability or the desire to achieve success in the occupation which has been chosen. Or, it may be apparent that the cooperating employer is unable or unwilling to provide the necessary learning experiences. In such cases, the student can be reassigned. More often, however, minor adjustments in on-the-job experiences would be the primary outcome expected of the conferences.

Following the identification of strengths and weaknesses of the student's performance, priorities for improvement should be discussed. There may need to be decisions made affecting future actions of all three participants. The specific **steps** which the student is to take should be agreed upon and added to the training plan and/or coordination call report. Special attention which the teacher-coordinator will give in the **related classroom instruction** should be identified; additional **efforts, emphasis,** and/or **experiences** which the on-the-job instructor will provide must be identified.

The teacher-coordinator should follow up the results of these decisions on the next coordination visit. He/she should also refer to records of the previous evaluation each time that an evaluation of student progress is made.

Such specific attention, shared by the on-the-job instructor, the student, and the teacher-coordinator, can point up needed adjustments and help ensure a meaningful and productive training period for each student on the job.

For further information on evaluating student progress on the job, you may wish to read sections dealing with this topic in the supplementary references, *A Guide for Cooperative Vocational Education*; Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; and/or Meyer, Crawford, and Klaurens, *Coordination in Cooperative Vocational Education*.

You may wish to view the videotape, "Visitations," from the series on *Coordinating Techniques* by Richardson and Beall, Colorado State University. This videotape shows a teacher-coordinator engaged in a visit with the training sponsor for the purpose of checking student progress against the training plan.

You may wish to arrange through your resource person to meet with a teacher-coordinator in your occupational specialty who is experienced in evaluating students on the job. You could discuss with this person how he/she evaluates students on the job. This person could also recommend forms to use, procedures to follow, and/or problems to avoid.

The following items check your comprehension of the material in the information sheet, Evaluating Student Progress on the Job, pp. 6–18. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Why is evaluation of students on the job such a critical part of the teacher-coordinator's duties?

2. What part do the teacher-coordinator's observation/evaluation forms play in the total evaluation process?

3. How does the training plan fit into the evaluation process?

4. Why is it necessary to list specific skills and attitudes on the evaluation forms, especially those to be used by the on-the-job instructors?

5. How should students be involved in the evaluation process, and why is this involvement important?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Evaluation is a necessary tool for determining what progress each student is making on the job. If a teacher-coordinator merely observes students periodically, then he or she cannot get a clear impression of the quality of the training each student is receiving. Problems do not always surface in a one-hour observation. Furthermore, filling out a general observation form does not force the teacher-coordinator to focus on the specific skills the student should be mastering.

   Developing a formal evaluation plan which involves getting feedback through observations and from the on-the-job instructor and the student helps ensure that all problems are clearly identified. Devising forms which include listings of specific skills and attitudes to be evaluated for each party to use in evaluating student progress is essential to the evaluation effort. These forms help ensure that the training plan is being followed, that the training plan is adequate, and that the student is receiving quality on-the-job training. Finally, this type of thorough evaluation gives you ample information for solving problems that have arisen or modifying the training program to meet the student's needs more fully.

2. The forms which are completed by the teacher-coordinator tell only one-third of the story. The on-the-job instructor, who is in daily contact with the student on the job, is in the best position to evaluate student progress, but may not be a skilled evaluator. The student who is being trained will have some ideas as to whether the training he or she is receiving is satisfactory, but the student may not be able to pinpoint the exact weaknesses or problems.

   The teacher-coordinator's observation/evaluation forms add further clarification to these other opinions as to the quality of the training and the student's performance. Notes on activities observed, or comments made by the student or instructor can help the teacher-coordinator identify the strengths and weaknesses in both the training program and the student's performance.

   By documenting coordination visits and evaluating students' skills and attitudes using standard forms, the teacher-coordinator is forced to think through what he or she has observed, and has a means of remembering what happened at each visit. In addition, he/she has a written record from which to make decisions as to problems that need to be solved, additional experiences a student needs to have, or other further actions that need to be taken.

3. The training plan serves as the primary basis for the training. It includes a detailed listing of the activities the student should be involved in, and the skills and attitudes he or she should develop as a result of the training. Since the training plan outlines what **should** happen if the student is to meet his or her immediate and long-range occupational objectives and career goals, it should be used as a basis for evaluating what **is**, in fact, happening. By using the training plan as a basis for evaluation, the teacher-coordinator can determine if the training plan is being followed. If it is not being followed, he/she can determine what adjustments need to be made to either the training plan or the training itself.

4. General comments on student progress are helpful, but they do not necessarily address the specific skills and attitudes outlined in the training plan. To guarantee that the student is getting the skills needed to meet his or her career goals, these skills should be listed on the evaluation form and evaluated periodically. It is especially important that the forms used by the on-the-job instructor list the skills because this serves as another reminder of the skills to be developed by the student. In addition, since on-the-job instructors are not necessarily skilled evaluators, they need a more detailed, structured device in order to ensure a thorough, objective evaluation.

5. Students need to be heavily involved in the evaluation process. They need to have input and provide you with their assessments of how well they are progressing. They need to be kept informed as to how others have evaluated their progress. Each time the teacher-coordinator or

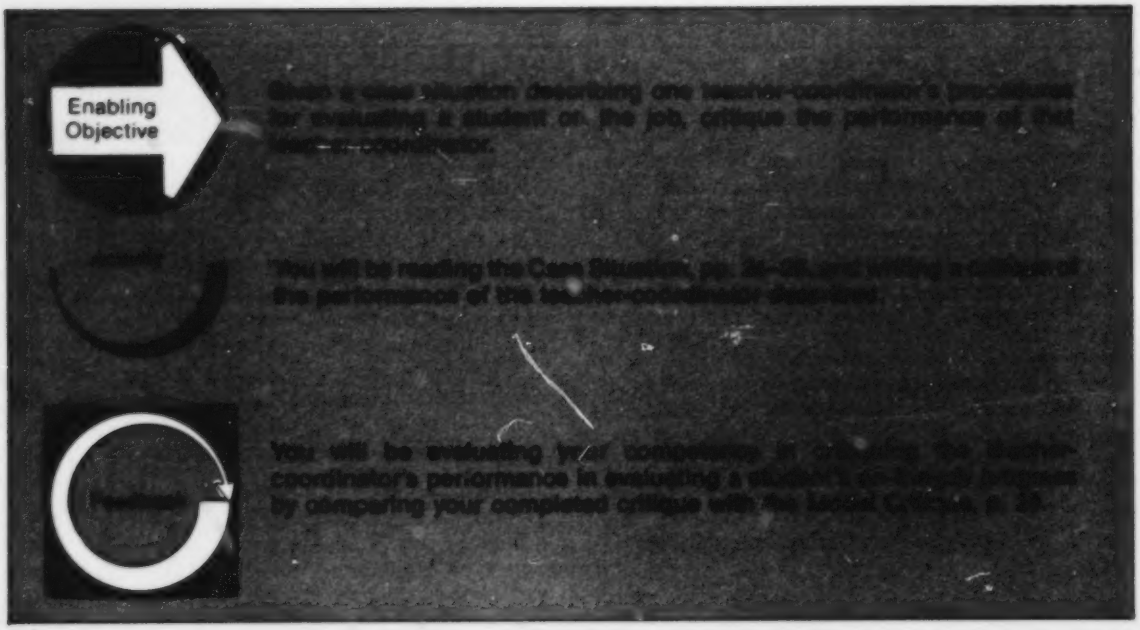
on-the-job instructor evaluates a student, that student should be conferred with so he or she understands exactly how well he or she is doing.

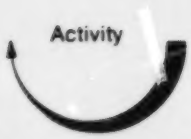
Evaluation is not just a device for deriving grades for the students. It is a means of assessing progress continuously so that (1) students can be kept apprised of the progress they are making, their strengths and weaknesses, (2) problems can be identified and solved before they become unmanageable, and (3) adjustments can be made to the training or training plan as needed.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Evaluating Student Progress on the Job, pp. 6–18, or check with your resource person if necessary.

Learning Experience II

OVERVIEW





Read the following Case Situation describing how Mr. Chandler, a teacher-coordinator, evaluated a student's on-the-job progress.[2] As you read, try to determine what Mr. Chandler is doing right and what he is doing wrong. At the end of the situation are some key questions. Use these questions to guide you in preparing a written critique of Mr. Chandler's performance in evaluating the student's on-the-job progress.

CASE SITUATION

Mr. Chandler is a teacher-coordinator for a cooperative program for business and office education. One of his students, Betty Scott, has been placed at the Midwest Insurance Company with Mrs. Wilson as her on-the-job instructor. Her training plan calls for her to have initial experiences in delivering messages, filing, duplicating and stapling, and typing correspondence.

Betty is 16 years old. Her only previous work experience has been babysitting, but she wishes to become a secretary at an insurance company. She has taken business courses (basic business, typing, shorthand, and bookkeeping) through high school, but her grades have not been outstanding. She got C's in basic business, a B and a C in typing, and D's in both shorthand and bookkeeping.

Betty's teachers indicated that Betty tries hard, but lacks poise, maturity, and coordination. According to these teachers, her reading, spelling, and math skills are deficient. However, her typing teacher says that she is pleasant, energetic, hard working, and has a good attitude.

During Betty's recruitment interview, she appeared unconcerned and casual about her academic deficiencies. She didn't seem to see the relationship between schoolwork and job preparation. At that time, she appeared more interested in getting any job to earn money than in being a career secretary.

Betty has been on the job now for just a few weeks. Before sending her to the training station, Mr. Chandler gave her copies of the weekly reports he wanted her to complete and the progress reports he wanted Mrs. Wilson to complete. Copies of these forms are shown on pp. 25–26. Mr. Chandler carefully explained to Betty the purposes of these forms and gave directions on how they were to be completed. He asked her to give the progress report forms to Mrs. Wilson and to tell Mrs. Wilson to complete one every three weeks.

After three weeks, Mr. Chandler made a coordination visit to Betty's training station. He liked to conduct his first visit early so he could catch any problems early in the game. He met first with Mrs. Wilson who indicated that Betty had made some progress. However, she indicated that Betty was reluctant to ask questions which led to many problems, some major. For example, she delivered files to the wrong desks because she was unsure of the location of certain persons' desks. In addition, she sometimes dressed too flashily for the office. Mrs. Wilson has discussed these things with Betty and there has been some improvement.

Mr. Chandler indicated that he would take time in related class to reiterate the need for Betty to ask questions and to dress conservatively. Mr. Chandler then closed the meeting by asking for Mrs. Wilson's completed progress report (see p. 27), and proceeded to Betty's desk.

Mr. Chandler asked Betty to explain to him what she was involved in at the moment and then had her describe the filing system to him. He asked her some general questions about problems she had encountered, but she didn't seem to feel there were any problems.

Mr. Chandler then returned to school and filled out a coordination call report (see p. 28) and filed it and Mrs. Wilson's progress report in Betty's file. In filing these forms, he noticed that Mrs. Wilson had not completed the progress report; instead, it had been completed by the firm's president, Mr. Midwest. He added a note on his coordination call report to check with Mrs. Wilson to see why Mr. Midwest had completed the form, and then dropped the forms into the file and shut the drawer.

What are the strengths of Mr. Chandler's evaluation procedures? What key errors did he make or what are the major weaknesses in his evaluation procedures? How could Mr. Chandler improve the way he evaluates students on the job?

2. Information about Betty and her job situation is adapted from Elaine Uthe, *The Cooperative Vocational Program: Instructional Planning*.

PROGRESS REPORT

Trainee _____ **Date** _____

Employer or On-the-Job Instructor _____

From _____ **To** _____

Your constructive criticism helps us to provide the necessary instructional training. Please evaluate the following traits of the trainee by checking (✓) the appropriate rating.

(0) Not applicable (1) Unsatisfactory (2) Poor (3) Good (4) Very good (5) Excellent

	0	1	2	3	4	5
Personal traits:						
Dependability						
Cooperation						
Appearance						
Initiative						
Accuracy						
Speed						
Interest in work						
Tact						
Promptness						
Ability to:						
Understand instructions						
Follow directions						
Stay on the job						
Take suggestions						
Business techniques:						
Meeting people						
Use of telephone						
Use of supplies						
Work-area housekeeping						

WEEKLY REPORT

Name _____ Week ending _____

Firm _____

	HOURS WORKED						
LIST ROUTINE TASKS	**S**	**M**	**T**	**W**	**T**	**F**	**S**
LIST NEW TASKS							
TOTAL HOURS WORKED DAILY							

TOTAL HOURS WORKED THIS WEEK _____

Describe in a paragraph some event that happened this week that made you feel good.

Describe in a paragraph some event with which you had a problem or that made you feel uncomfortable.

List in exact words any criticisms or compliments you received this week.

PROGRESS REPORT

Trainee Betty Scott **Date** 9/20/71

Employer or On-the-Job Instructor Mr. Midwest

From 9/2/71 **To** 9/20/71

Your constructive criticism helps us to provide the necessary instructional training. Please evaluate the following traits of the trainee by checking (✓) the appropriate rating.

(0) Not applicable (1) Unsatisfactory (2) Poor (3) Good (4) Very good (5) Excellent

	0	1	2	3	4	5
Personal traits:						
Dependability				✓		
Cooperation				✓		
Appearance				✓		
Initiative				✓		
Accuracy				✓		
Speed				✓		
Interest in work				✓		
Tact				✓		
Promptness				✓		
Ability to:						
Understand instructions				✓		
Follow directions				✓		
Stay on the job				✓		
Take suggestions				✓		
Business techniques:						
Meeting people				✓		
Use of telephone				✓		
Use of supplies				✓		
Work-area housekeeping				✓		

COORDINATION CALL REPORT

Name Betty Scott

SCHEDULE	
Date	9/20/71
Hour	9 a.m.
Minutes for Call	45
Period	1 (2) 3 4 5 6
Visit Requested by: Student Supervisor (Coordinator)	

PURPOSE OF CALL	(Check)
Observation of Student at Work	✓
Visit with Supervisor	✓
Evaluation for Period	
Problem Situation	
Other (list)	

SUMMARY COMMENTS. Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

Betty seems to understand her assigned tasks and indicates she is satisfied with her job thus far. She seems unaware of the problem mentioned by her on-the-job instructor, or perhaps unaware that the areas mentioned constitute problems.

By Job Supervisor:

Mrs. Wilson feels that Betty is making progress slowly, but surely. However, she indicated that Betty needs to dress more appropriately for the office and to ask questions when she is unaware of how to do something.

Other:

I told Mrs. Wilson that I would work with Betty on the problem areas during her related instruction class. Need to check with Mrs. Wilson as to why she had the employer, Mr. Midwest, complete the progress report on Betty.

Mr. Chandler
Coordinator

Compare your completed written critique of the Case Situation with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

The method Mr. Chandler used to distribute the evaluation forms was only partly adequate. The fact that he carefully and thoroughly explained their use to Betty was a strength. However, he should not have had her simply deliver the progress report forms to Mrs. Wilson. Mr. Chandler should have arranged to explain the forms and their use to Mrs. Wilson personally. Had he done so, Mrs. Wilson would probably not have asked (or allowed) Mr. Midwest to complete the form.

It is doubtful that Mr. Midwest has had close enough or frequent enough contact with Betty to provide a fair and accurate evaluation of her performance. This is verified by the responses he made. He rated Betty "good" on all items, whereas we know from Mr. Chandler's conversation with Mrs. Wilson that Betty had some weak areas.

Except for the weekly report, the forms themselves have problems. Given the rating scale on the progress report, the next step down from "good" is "poor." While Betty's appearance is not "good," neither is it "poor." Her appearance "needs improvement." In addition, the items are too vague and general. What is meant by "dependability"? Where are the items from the training plan? Where is there space for comments?

The coordination call report is an adequate form, but it may have been more appropriate to use a more structured form at that point in order to identify specific problems early. As it is, none of the forms used were based on the training plan. In Betty's case, it was established early that she was immature and had some specific attitudinal problems. These areas should have been specifically included in at least one of the forms.

We do not have the full story on Mr. Chandler's schedule for the evaluations. We do know the student will submit a weekly report and the on-the-job instructor will submit a report every three weeks. This would be more than adequate if the on-the-job instructor were, in fact, filling out the form and if the form were better developed. We don't know how often Mr. Chandler plans to observe and/or evaluate Betty himself, nor if he plans to use any forms other than the coordination call report. With Betty's problems, fairly frequent visits, at least initially, are essential, and a more structured form should be used.

In conferring with Mrs. Wilson, Mr. Chandler learned only what she happened to tell him. He did not ask specific questions regarding how well the training plan was being followed. With Betty, he did even less. Knowing there were problems, he did not discuss these with her. When she indicated there were no problems, he let the subject drop. It is critical to the evaluation process to discuss evaluations with the student so the student clearly understands how well he or she is doing and what he or she needs to do to improve. The student also needs to be given positive reinforcement for areas in which he or she received high ratings. Mr. Chandler did not discuss with Betty the formal or informal evaluation which had been made of her performance.

The timing of the visit was a strength, however. Mr. Chandler was on the right track in making an early visit.

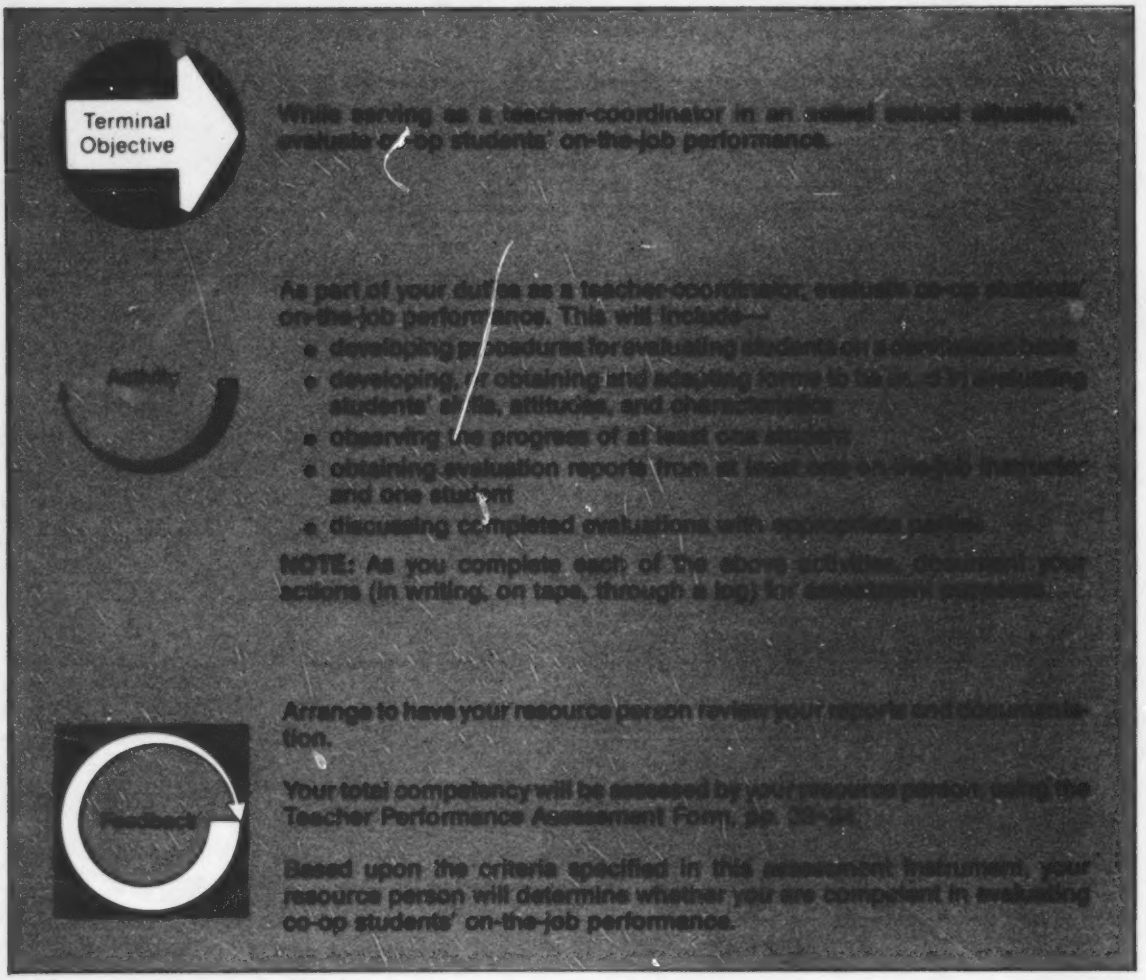
Mr. Chandler did little relative to identifying follow-up activities based on his evaluation efforts. This is probably partially due to the fact that he didn't get much concrete evaluation data. He did plan to help Betty on the problem areas during related instruction, though he hasn't indicated how he will help. And, he does plan to find out why Mr. Midwest completed the progress report. He also should have noted, however, that Betty needs to be made aware that there are problems and that Mrs. Wilson needs to be told how to use the progress report.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Evaluating Student Progress on the Job, pp. 6–18, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE


Terminal Objective
While serving as a teacher-coordinator in an actual school situation,* evaluate co-op students' on-the-job performance.
Activity
As part of your duties as a teacher-coordinator, evaluate co-op students' on-the-job performance. This will include—
• developing procedures for evaluating students on a daily basis
• developing, or obtaining and adapting forms to be used in evaluating students' skills, attitudes, and characteristics
• observing the progress of at least one student
• obtaining evaluation reports from at least one employer, one teacher, and one student
• discussing completed evaluations with appropriate people
NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.
Feedback
Arrange to have your resource person review your reports and documentation.
Your total competency will be assessed by your resource person using the Teacher Performance Assessment Form, pp. 33-34.
Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in evaluating co-op students' on-the-job performance.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Evaluate Co-Op Students' On-the-Job Performance (J–8)

Name _____

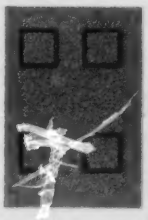
Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
The teacher:						
1. developed procedures for evaluating students on the job on a continuous basis	☐	☐	☐	☐	☐	☐
2. developed forms for the following persons to use in evaluating students' skills, attitudes, and characteristics:						
a. the teacher-coordinator	☐	☐	☐	☐	☐	☐
b. the on-the-job instructor	☐	☐	☐	☐	☐	☐
c. the student	☐	☐	☐	☐	☐	☐
3. used the training plan as a basis for developing the evaluation forms to be used by the on-the-job instructor and the teacher-coordinator	☐	☐	☐	☐	☐	☐
4. explained to the student and on-the-job instructor the following points:						
a. the purpose of evaluation	☐	☐	☐	☐	☐	☐
b. the evaluation procedures to be followed	☐	☐	☐	☐	☐	☐
c. how to use the evaluation forms	☐	☐	☐	☐	☐	☐
5. observed and evaluated student progress during coordination visits	☐	☐	☐	☐	☐	☐
6. discussed student progress informally with the student and on-the-job instructor during coordination visits	☐	☐	☐	☐	☐	☐
7. obtained regular evaluation reports from:						
a. on-the-job instructor's progress reports	☐	☐	☐	☐	☐	☐
b. student's weekly reports	☐	☐	☐	☐	☐	☐
c. student's progress reports (optional)	☐	☐	☐	☐	☐	☐
8. reviewed the completed evaluations with the on-the-job instructor	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
9. discussed the completed evaluations with the student .	☐	☐	☐	☐	☐	☐
10. met with the on-the-job instructor and/or students to decide upon the actions to be taken to improve student progress or modify the training plan	☐	☐	☐	☐	☐	☐



LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).